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Implementation of ChatGPT in Moulding University Students' Writing

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ABSTRACT
ChatGPT, an artificial intelligence (AI) language model, can potentially mould university students' writing as part of the Computer-Assisted Language Learning (CALL) experience. The development and application of ChatGPT have significantly impacted students' learning process. ChatGPT has gained popularity in enhancing students' academic writing by improving structure, creativity, and overcoming writers' block. However, concerns about overreliance, originality, and academic integrity persist. This study explores the impact of ChatGPT on university students'

writing skills by focusing on its implementation at Universiti Teknologi MARA (UiTM) Sarawak Branch through a structured questionnaire adapted from a research framework known as Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh et al. (2003). It identified key factors influencing students' behavioural intentions and actual use of ChatGPT in academic writing. Findings revealed that while students appreciated ChatGPT's ability to refine writing structure and aid creativity, concerns over academic dishonesty and the potential reduction in critical thinking and originality were significant. Although most students found ChatGPT useful for generating complex sentences and providing alternative perspectives, some were cautious about its roles in paraphrasing and grammar checks. The study revealed the need for clear ethical guidelines and policies to ensure responsible use of AI in education. Despite the small sample size, the study contributes valuable information into ChatGPT's roles in higher education and highlights the need for further research on its long-term effects.

Keywords: ChatGPT, artificial intelligence, writing, Computer-Assisted Language Learning

INTRODUCTION

The introduction of Artificial Intelligence (AI) has fundamentally changed many facets of students' lives including in education. Recently, AI language models such as ChatGPT have become increasingly popular by providing students with a new tool for enhancing their academic writing skills (Xiao, 2024; Yuan et al., 2024). Undoubtedly, the implementation of ChatGPT in aiding students' writing skills represents a significant advancement in computer-assisted language learning. AI language models, including OpenAI's ChatGPT, have become effective language processing systems that produce text responses that resemble humans based on the input received (Abdullah et al., 2022). In order to comprehend the context and produce responses that are coherent, ChatGPT makes use of deep learning techniques and vast datasets. It allows students to improve their writing abilities by simplifying their writing process and experimenting with various writing styles in the context of academic writing. It can benefit students who are struggling with writing as they receive real-time guidance and suggestions. ChatGPT can also help students become more familiar with the conventions of academic writing such as grammar, syntax, and style.

While AI language models like ChatGPT offer considerable benefits in enhancing students' writing skills, several concerns must be addressed to ensure responsible integration in education. The key issues surrounding ChatGPT include overreliance on AI, originality and academic integrity, ethical implications and impact on critical thinking. As ChatGPT assists students by simplifying the writing process and providing real-time suggestions, students may become too dependent on the tool for producing text. The dependence can lead to a decline in their ability to develop independent writing skills (Kovačević, 2024; Bouzar et al., 2024). If students overly rely on AI to generate ideas or structure their writing, it can affect the critical aspects of their intellectual development. Over time, it could hinder their capacity to produce original work without external assistance.

Another significant issue is the question of originality and academic integrity. With ChatGPT's capability of generating coherent and contextually appropriate text, there is a risk that students might use the tool to plagiarise and produce sections of their assignments without contributing their thoughts (Bok & Cho, 2023). Such risks raise concerns about plagiarism and the authenticity of students' work. While ChatGPT can help students with grammar, syntax, and writing conventions, it can also be misused to bypass the essential learning process of developing ideas and arguments. The tool may facilitate surface-level improvements in writing without fostering deeper intellectual engagement (Chui, 2023). As students increasingly turn to AI for assistance, questions arise about the fairness of students' assessments and the role of instructors (Gamage et al., 2023). Furthermore, using AI raises questions about the instructors' role in encouraging original thought and ensuring students to develop critical skills independently. There is a delicate balance between using AI as a support tool and ensuring it does not undermine the integrity of academic assessments (Meniado, 2023).

Writing requires analytical thinking, engagement with ideas, and the ability to form coherent arguments. Although ChatGPT can assist students' writing tasks, there is a concern that it may diminish their critical thinking abilities by providing ready-made answers (Goh, 2024). If students use AI to generate responses quickly, they may miss out on the opportunity to grapple with complex ideas, challenge their assumptions, and refine their reasoning skills (Mosaiyebzadeh et al., 2023). Nevertheless, Baidoo-Anu and Ansah (2023) believed that ChatGPT can streamline writing by providing real-time feedback on language structure, sentence clarity, and coherence. It reduces the time spent by revising drafts and helps students to focus on higher-order writing tasks such as developing arguments and refining ideas. ChatGPT enables students to manage their time more effectively and efficiently, especially in meeting academic deadlines by automating certain aspects of the writing process.

Moreover, ChatGPT has been noted to help students overcome common writing challenges, particularly writers' block. Rezk (2023) found that by offering suggestions for content development and providing a starting point for essays or reports, ChatGPT aids students to overcome their initial hesitation or difficulty in beginning a writing task. ChatGPT serves as a brainstorming tool that encourages creativity by presenting alternative approaches specifically in framing a topic. The facilitation of idea generation aligns with a research done by McMurtrie (2022) who found that students who are using ChatGPT could enhance the originality and depth of their written work by considering diverse perspectives suggested by the AI.

While the productivity benefits of ChatGPT are evident, its role in the pedagogical framework of higher education raises important questions. One key concern is whether the usage of ChatGPT can foster or hinder the development of essential writing skills. Meniado (2023) argued that a clear pedagogical strategy must accompany the introduction of AI tools like ChatGPT into the classroom. If it is used without proper guidance, there is a risk that students will rely too heavily on the tool for generating text rather than engaging in the cognitive processes which are necessary for writing development such as critical thinking and self-reflection. Pedagogically, ChatGPT has the potential to serve as a supplementary tool that aids in teaching writing conventions such as grammar, structure, and style, especially for students who are non-native speakers of English. Warschauer et al. (2023) stated that AI models like ChatGPT can be integrated into writing instruction to scaffold students' learning especially in early drafts. Instructors can

utilise ChatGPT to highlight common errors and provide targeted sentence construction improvement while encouraging students to revise and develop content independently. This dual approach can help students gradually internalise the rules of academic writing without becoming overly dependent on AI-generated suggestions.

Balancing ChatGPT as a learning aid while ensuring the development of students' independent writing skills is also a pressing concern. According to Gamage et al. (2023), students who rely heavily on ChatGPT may skip essential writing stages, such as outlining and revising, leading to a potential detriment in essential skills like organising ideas, constructing coherent arguments, and generating original thoughts. Therefore, effective integration of ChatGPT into pedagogy calls for educators to adopt a blended learning approach emphasising ChatGPT's role as an assistant rather than a replacement for the writing process. Nevertheless, one of the primary issues is the potential for students to misuse ChatGPT by presenting AI-generated content as their own. García-Peñalvo (2023) highlighted that some students may diminish the value of the learning experience as they bypass the intellectual engagement required in writing. According to Ropek (2023), students with unequal access to AI tools may be disadvantaged as it creates an uneven education field. Institutions must consider how to ensure fair access to AI tools while maintaining rigorous academic standards. In response to these challenges, some universities have proposed policies requiring students to disclose their use of AI tools in their writing such as proper citation practices to maintain transparency and uphold academic integrity (Atlas, 2023). Such measures mitigate the ethical risks associated with ChatGPT while promoting the responsible use of AI in academic works.

This study was conducted with students at Universiti Teknologi MARA, Sarawak Branch (UiTM Sarawak). Its primary aim was to examine students' experiences using ChatGPT with writing assignments. Additionally, the objective of the study is to explore university students' concerns about using ChatGPT for academic writing. The research focused on how ChatGPT can be integrated to enhance students' writing skills, promote critical thinking, and serve as a helpful tool in completing writing tasks. The gap in the current literature that this study aims to fill lies in the insufficient research on the long-term effects of ChatGPT on students' writing skills, particularly regarding the ethical implications of its use, such as overreliance on AI and its impact on student's critical thinking abilities. While previous research has addressed the immediate benefits of AI-assisted writing tools like ChatGPT, especially in improving grammar, syntax, and writing conventions (Xiao, 2024; Yuan et al., 2024), there is a lack of in-depth exploration of how students' dependency on such tools might evolve and affect their overall writing development. Additionally, there is a limited investigation into the pedagogical challenges that instructors face in managing AI integration while balancing the need to foster independent, critical thinking skills among students (Rane et al., 2023; Warschauer et al., 2023). This study addresses the gap by examining students' experiences at UiTM Sarawak by focusing on how ChatGPT is used in writing assignments and the ethical concerns surrounding its application.

METHODOLOGY

The study employed a quantitative research approach by gathering data from fifty-six students at Universiti Teknologi MARA, Sarawak Branch (UiTM Sarawak), selected through a stratified sampling method. A structured questionnaire based on the Likert Scale was used to collect data

from each respondent. The questionnaire was designed based on a research framework adapted from the Unified Theory of Acceptance and Use of Technology by Venkatesh et al. (2003). It was aligned with the objectives of the study which allow for the efficient measurement of students' perceptions and experiences with ChatGPT and providing quantifiable data that could be analysed statistically. Given the study's focus on identifying patterns and trends in students' responses, the questionnaire was deemed suitable for addressing the research questions as it facilitated the collection of standardised data.

The questionnaire was pre-tested in a pilot study with a small group of fifteen students to enhance its reliability and validity. Feedback from the pilot study informed necessary amendments which improved clarity and comprehension of the questions. The questionnaire comprised primarily statements which were structured to allow for efficient quantitative analysis. The Likert Scale was chosen as it enables the measurement of varying degrees of agreement or disagreement with statements which is useful for gauging attitudes, opinions, and behaviours. It aligns well with the study's objectives as it allows data collection to be analysed statistically to identify trends and patterns in students' use of ChatGPT and its impact on their writing skills. The structured approach ensured the questionnaire was practical for data collection and effectively addressed the research questions.

The data collection process involved distributing the questionnaires online to accommodate the schedules of the fifty-six selected students at UiTM Sarawak. To ensure ease of access and response, Google Form was used for the online version. The entire data collection phase lasted for two weeks which allowed sufficient time for participants to complete and submit their responses. Each respondent was assigned a unique code rather than using personal identifiable information to ensure participant's confidentiality. This method anonymized all responses by ensuring students could not be linked to specific answers. Furthermore, respondents were informed about the purpose of the study and their rights to withdraw at any time. A consent form was provided in outlining the voluntary nature of participation, the confidentiality of their responses, and the use of the collected data solely for academic research purposes. Ethical considerations were followed strictly throughout the process. Participants were assured that their data would be stored securely and only accessed by authorised researchers. No sensitive personal data was collected to minimise risks to participants' privacy.

The questionnaire comprised four sections to obtain respondents' background information, their experiences with ChatGPT, their various ways in utilising ChatGPT in writing assignments, and their concerns regarding the use of ChatGPT when performing such tasks. The quantitative data from the responses was analysed and tabulated using statistical methods. The overall research framework is illustrated in Figure 1 while the research design is reflected in Figure 2.
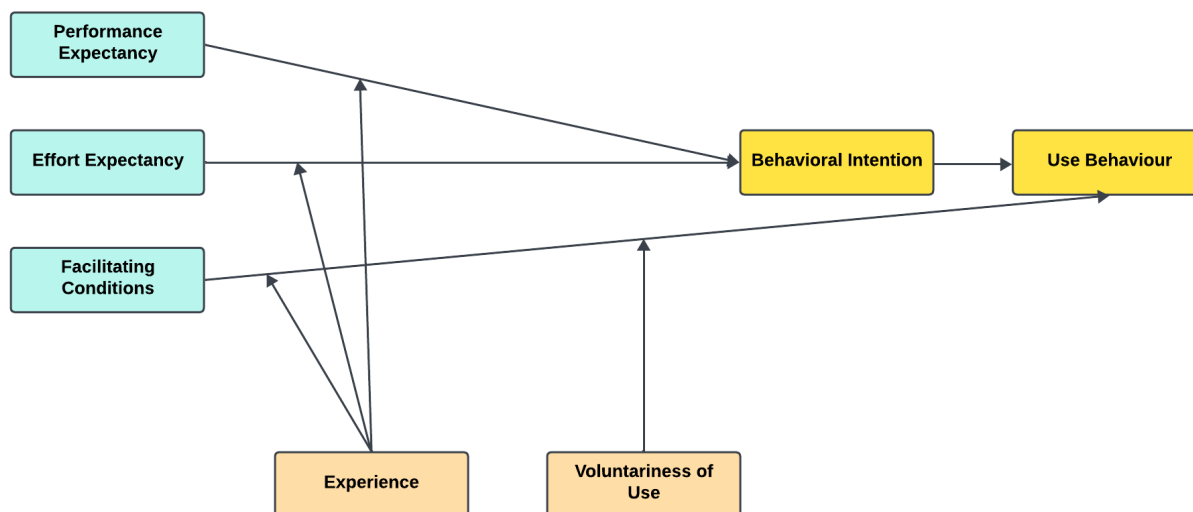
Figure 1. Research Framework adapted from the Unified Theory of Acceptance and Use of Technology by Venkatesh et al. (2003)

The research framework, adapted from the Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh et al. (2003), examines the factors influencing the adoption of ChatGPT in enhancing university students' writing skills. It focuses on key constructs that shape students' behavioural intentions and actual usage of the tool in academic writing. The *Performance Expectancy* refers to how much students believe ChatGPT will improve their writing, such as enhancing structure and creativity. The *Effort Expectancy* measures how easy students use ChatGPT to use by reflecting whether its integration into academic tasks is perceived as straightforward or complex. The *Facilitating Conditions* relate to the availability of resources, such as institutional support and guidance, which help students use ChatGPT effectively.

The *Experience* examines students' prior exposure to ChatGPT which impacts their comfort and proficiency with the tool. The *Voluntariness of Use* assesses whether students choose to use ChatGPT willingly or feel compelled by external factors. These constructs directly influence the *Behavioral Intention*, or the likelihood of students continuing to use ChatGPT, and *Use Behavior,* which tracks how frequently students use the tool. The framework highlights the interaction between ease of use, perceived benefits, and external support in shaping students' adoption and usage patterns of ChatGPT for academic writing.
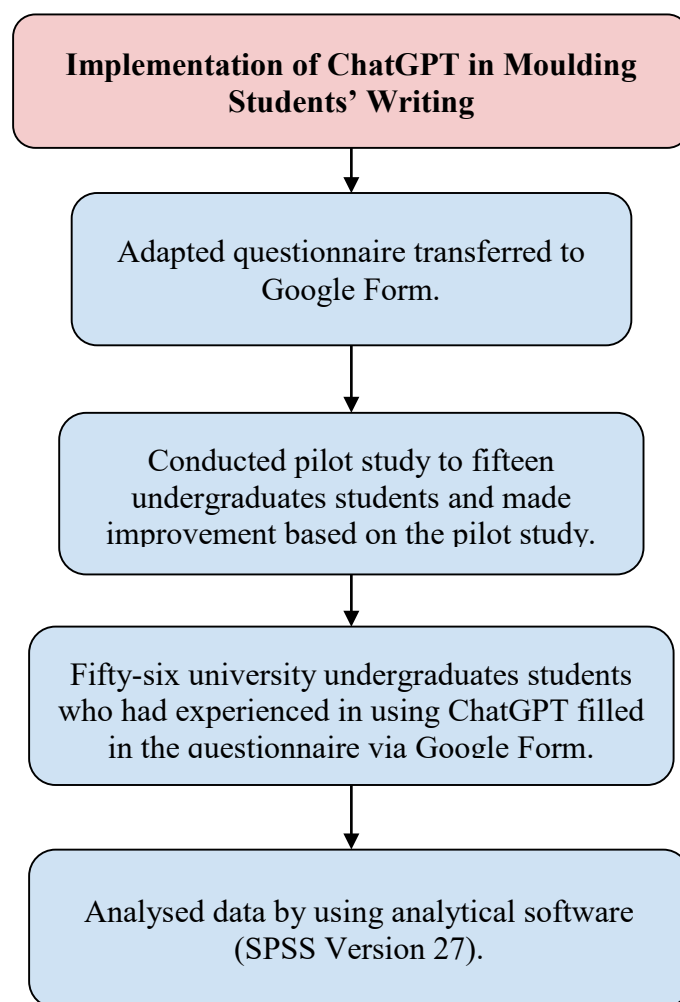
Figure 2. Research Design

The research design for the study followed a structured quantitative approach. The first step involved adapting a questionnaire based on Figure 1, which was transferred to Google Form for ease of distribution and data collection. A pilot study was then conducted with 15 undergraduate students to test the reliability and clarity of the questionnaire. Based on feedback from this pilot study, improvements were made to refine the instrument and ensure its suitability for the target audience.

The main study was conducted with fifty-six undergraduate students who had experience using ChatGPT. These students were asked to complete the questionnaire via Google Form which allowed for efficient and secure data collection. The survey aimed to gather data of students' experiences, concerns, and impacts of ChatGPT on their writing skills. Once data collection was completed, the gathered responses were analysed using SPSS Version 27 which allowed the researchers to identify trends, patterns, and relationships between the variables under study. This research design ensures a methodical and reliable approach.

RESULTS AND DISCUSSION

Section 1 of the questionnaire obtained the respondents' background information. Fifty-six respondents of UiTM Sarawak, Samarahan campus students who were familiar with ChatGPT responded to the questionnaire. Forty-three respondents were between 18 and 20 years old, while twelve were between 21 and 22. Only one respondent was between 23 to 24 years old. A total of eleven respondents were pursuing various degree programmes while forty-five were pursuing diploma programmes in various fields. These programmes include courses in agrotechnology, business management, and engineering. Section 2 of the questionnaire discussed respondents' experience implementing ChatGPT in their writing tasks. Figure 3 summarised the respondents' experiences.

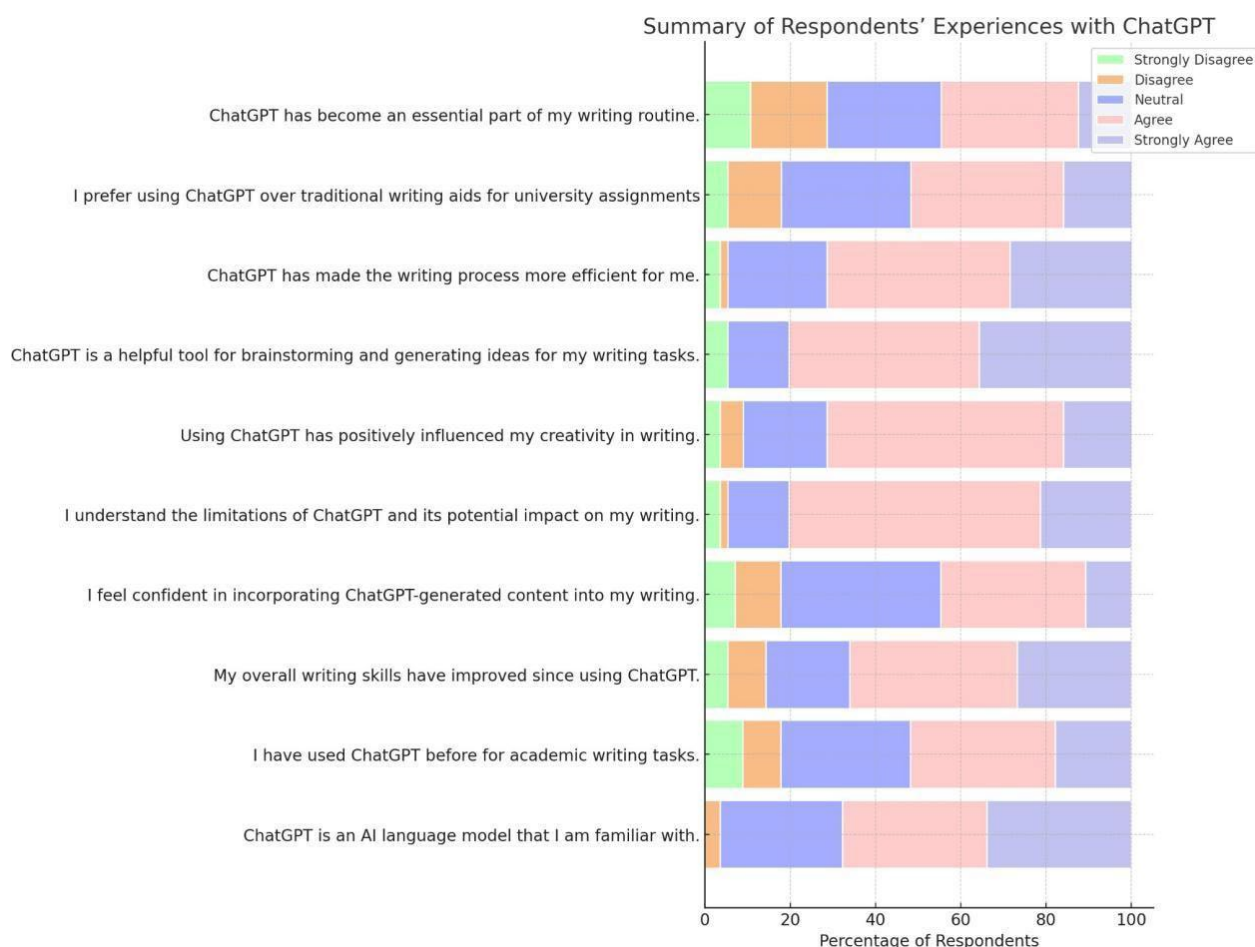*Respondents' Experiences in Implementing ChatGPT in Writing Tasks*

Figure 3. Summary of Respondents' Experiences in Implementing ChatGPT in Writing Tasks

Figure 3 reveals the respondents' experiences with ChatGPT especially in the context of academic writing. 67.8% of the respondents indicated they are well-acquainted with ChatGPT. The lowest point appeared when considering ChatGPT as an essential part of the respondents'

writing routine with only 44.6% affirming this. In terms of application, over half (51.8%) of the respondents used ChatGPT for their academic assignments which signified a considerable level of trust. The highest point emerged in understanding ChatGPT's limitations with 80.3% of respondents. Another key highlight is the positive influence of ChatGPT on creativity in writing. 71.5% of the respondents believed their creativity had improved since using ChatGPT. However, there were areas of ambivalence. The data on confidence in incorporating ChatGPT-generated content into their writing showed a significant neutral response at 37.5%. One potential concern was that 17.9% of the respondents did not prefer ChatGPT over traditional writing aids.

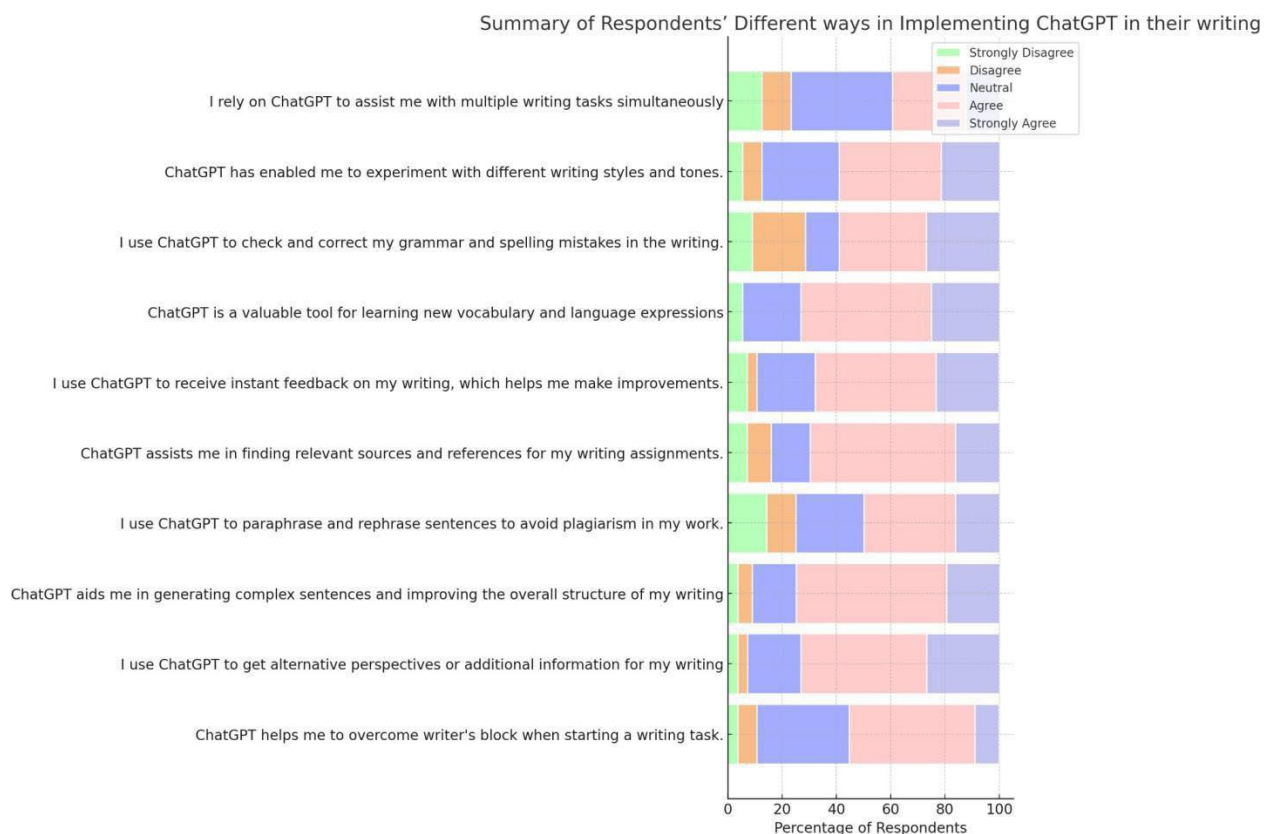*Respondents' Different Ways in Implementing ChatGPT in Writing Tasks*

Figure 4. Summary of Respondents' Different Ways in Implementing ChatGPT in Writing Tasks

Figure 4 reflects a fascinating glimpse into how the respondents incorporate ChatGPT into their writing endeavours. The highest point of agreement emerged from the notion that ChatGPT aids in generating complex sentences and refining the overall writing structure with 75% of respondents agreeing or strongly agreeing. Another predominant application of ChatGPT was as an antidote to writers' block. 55.3% of the respondents found it valuable for kickstarting their writing endeavours. The second most agreed-upon utility of ChatGPT was its function in providing alternative perspectives or additional information with 73.2% of the respondents leaning in favour.

However, Figure 4 also shows areas where respondents are more cautious using ChatGPT. The lowest level of agreement was seen in the use of ChatGPT to paraphrase and rephrase sentences to avoid plagiarism with only 50% of the respondents supporting it. While ChatGPT is known for its linguistic features, only 58.3% of respondents used it to check and correct grammar and spelling mistakes by placing it towards the lower end of the application spectrum. The data also portrayed ChatGPT as a platform for learning and experimentation. A total of 73.2% of the respondents acknowledged the role of ChatGPT in enhancing vocabulary and linguistic expressions. 58.9% of the respondents also admitted using ChatGPT to try out varied writing styles and tones.

Respondents' Concerns and Reservations when Using ChatGPT In Writing Tasks
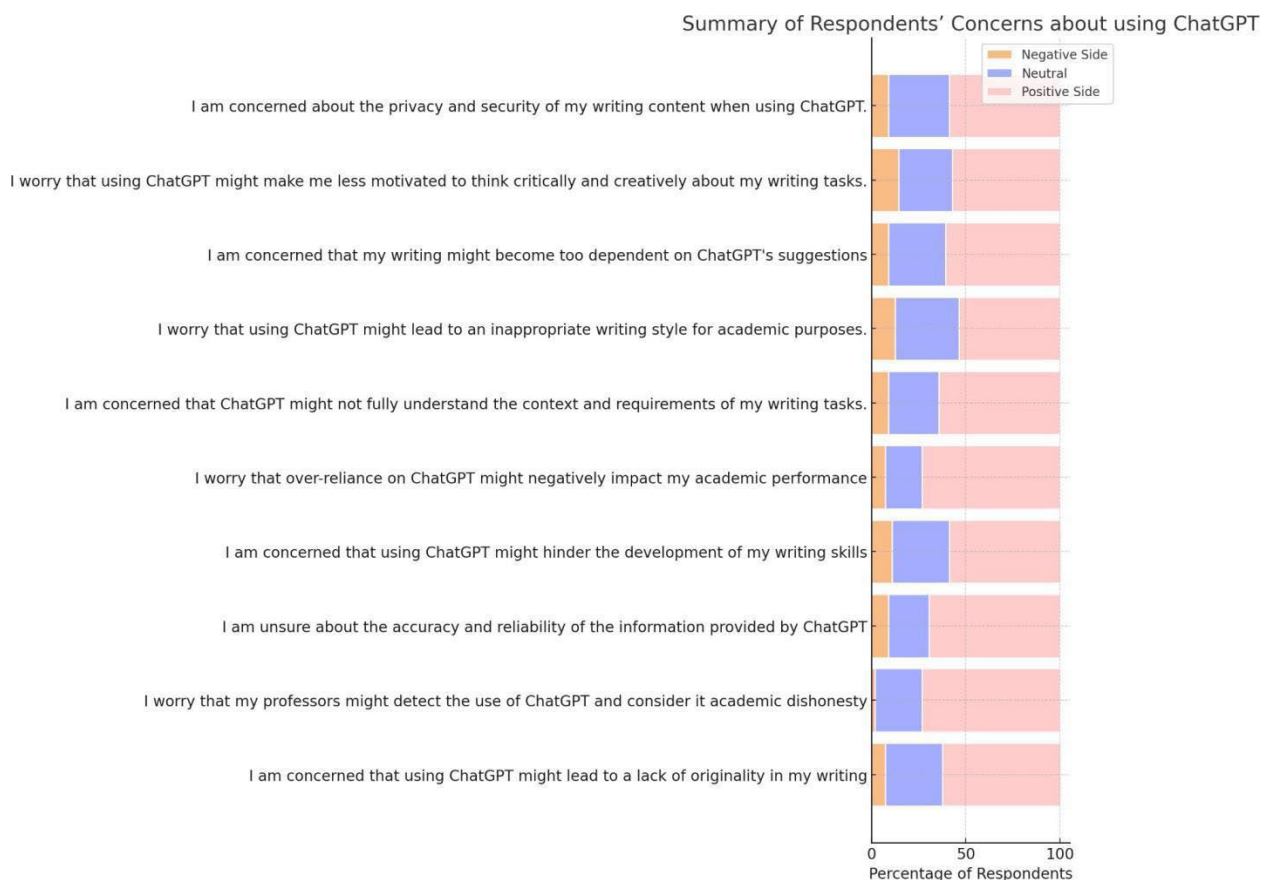

Figure 5. Summary of Respondents' Concerns and Reservations when Using ChatGPT In Writing Tasks

Figure 5 informs respondents' concerns and reservations when incorporating ChatGPT into their writing tasks. The most prominent concern, as seen in the highest percentage of "Strongly Agree" responses, revolved around academic integrity. A significant 39.3% of the respondents "Strongly Agree" with the statement, "I worry that my professors might detect the use of ChatGPT and consider it an academic dishonesty." Another significant concern relates to the originality of content. Approximately 32.1% "Agree" and another 30.4% "Strongly Agree" that using ChatGPT might lead to a lack of originality in their writing. The least pronounced concern pertained to

ChatGPT's writing style appropriateness for academic purposes. While 41.1% "Agree" that there might be a risk of inappropriate style, only 12.5% of the respondents "Strongly Agree" with this sentiment.

There was also a notable concern about the accuracy and reliability of the information provided by ChatGPT. Almost half (48.2%) of the respondents "Agree'" that they were unsure about the ChatGPT's accuracy. Furthermore, the respondents expressed worries about becoming overly reliant on ChatGPT with concerns ranging from hindering the development of their writing skills (42.9% "Agree") to the potential negative impact on academic performance (48.2% "Agree").

The respondents indicated they were well-acquainted with ChatGPT which suggested that the tool had gained significant traction among respondents. It was likely due to its growing presence in educational settings. However, a different picture emerged when considering the regularity with which respondents incorporated ChatGPT into their writing routine. Although the respondents affirmed that ChatGPT played an essential role in their writing process, it had yet to become a core element of the writing habits for many respondents (Hong, 2023). The discrepancy may highlight a hesitation among respondents to fully integrate AI into their daily academic tasks due to concerns about overreliance, lack of confidence, or the perceived value of traditional writing methods.

In terms of actual usage, over half of the respondents reported using ChatGPT for their academic assignments which showcased a considerable level of trust in the tool's ability to assist with academic work. It reflected the growing role of AI in facilitating the writing process for university students which allowed them to improve productivity and overcome challenges such as writer's block. The data suggested that ChatGPT has become a reliable resource for a significant portion of the students' population to meet academic writing demands. Interestingly, the highest response was related to their understanding of ChatGPT's limitations. It indicated that the respondents did not question the adoption of the tool but they were well aware of its constraints such as its inability to fully replace human creativity and critical thinking or generate deeply original ideas. The awareness reflected maturity on how they approach AI tools by recognizing their utility and boundaries.

A notable positive finding from the data was the influence of ChatGPT on creativity. The respondents reported that using ChatGPT had augmented their creativity in writing. It suggested that the tool can serve as a valuable aid in generating and brainstorming ideas. This finding was aligned with Gamage et al. (2023) which highlighted the ability of the tools to stimulate new approaches to writing and offer diverse perspectives that students may not have considered on their own. Additionally, it reflected that only a few respondents did not prefer ChatGPT over traditional writing aids. It suggested that the respondents remained sceptical to fully transition into AI-powered tools. They may feel more comfortable with familiar and conventional writing methods or question the value that ChatGPT adds compared to traditional approaches.

Baidoo-Anu and Ansah (2023) emphasised that ChatGPT provides structured feedback which was reflected by the respondents who agreed that it aided in generating complex sentences and refining writing structures. Similarly, the benefit of overcoming writer's block, supported by

Rezk (2023), was evident as the respondents found ChatGPT to be valuable for initiating their writing efforts. Furthermore, the high agreement on ChatGPT's role in providing alternative perspectives aligns with McMurtrie (2022), who noted its capacity to enhance originality through diverse viewpoints. However, there was a notable caution among respondents as seen in the lower agreement for using ChatGPT to paraphrase or check grammar which echoed Meniado's (2023) concerns about overreliance on AI and the potential of neglecting the fundamental writing skills. The findings suggested that while ChatGPT is a valuable tool in the writing process, its integration into education must be approached thoughtfully to ensure students continue to develop critical writing competencies.

Ropek (2023) further emphasised that unequal access to AI tools can create disparities among students, leading to concerns about fairness in academic assessments. To mitigate these risks, some institutions have proposed policies requiring students to disclose their use of AI tools, ensuring transparency and maintaining ethical standards (Atlas, 2023). In analysing data from student surveys, significant trends emerge regarding using ChatGPT in academic writing. The respondents reported that ChatGPT helped generate complex sentences and refine writing structure. Additionally, it provided alternative perspectives and enhanced vocabulary. However, the respondents supported that they used ChatGPT for paraphrasing in order to avoid plagiarism by reflecting a cautious approach toward academic integrity. Despite the availability of other tools for this purpose, the respondents used ChatGPT for grammar and spelling checks.

The respondents' deep concern reflected the uncertainty surrounding the ethical use of AI tools in academic settings. They were aware of the risk that their work might be scrutinised if ChatGPT is detected which led to consequences related to academic integrity. This finding aligned with concerns García-Peñalvo (2023) raised about the potential for AI misuse and the importance of transparency in using AI-generated content. Another prominent concern about using AI is the originality of the respondents' work. It reflected ongoing debates about whether AI tools can hinder creativity by offering pre-formulated responses that they might incorporate into their work without sufficient modification. The concern about originality was also tied into broader discussions about plagiarism, as the respondents were worried that AI-generated text might blur the boundaries of their intellectual contributions. As Meniado (2023) noted, while ChatGPT can be an effective supplementary tool, its use still requires careful guidance to ensure it enhances rather than diminishes the development of students' original writing skills.

ChatGPT's writing style might be inappropriate for academic purposes. While the respondents recognised some limitations in ChatGPT's ability to produce content consistently in the required academic tone, this was not their primary concern. Such a lack of concern may be due to its flexibility which can be managed with careful input or the tool's strengths in aiding grammar and structure that outweighs occasional stylistic issues. Another significant concern was the accuracy and reliability of the information provided by ChatGPT. Given that ChatGPT relied on large datasets and may sometimes generate incorrect or outdated information, they were rightfully cautious about relying on it for precise academic content. This concern reflected findings from Ropek (2023) which emphasised that students must critically evaluate AI-generated information rather than using it mindlessly.

The study's practical implications are that AI-driven writing tools like ChatGPT can significantly enhance students' productivity especially in overcoming writers' block and improving the complexity and structure of sentences. Educators can incorporate ChatGPT into writing instruction as a supplementary tool by helping students develop writing skills while addressing common difficulties in starting and structuring assignments. However, clear guidelines are necessary to ensure students use the tool ethically and responsibly. The study also indicates that ChatGPT's ability to provide real-time feedback on language clarity, coherence, and alternative perspectives can enhance students' creative thinking and writing quality. Educators may leverage ChatGPT to brainstorm and explore multiple viewpoints by fostering a more dynamic learning environment where students can experiment different styles and ideas. The study also highlights the respondents' concerns about academic integrity and the potential for overreliance on AI tools. Institutions should consider developing policies that guide the ethical use of AI in academic settings, including the disclosure of AI-assisted work and the incorporation of AI literacy into the curriculum. Such policies would help mitigate risks related to plagiarism and ensure that students engage critically with AI tools rather than using them as shortcuts.

Despite its valuable insights, this study has several limitations. Firstly, the sample size is relatively small, with only fifty-six respondents from a single university. Future studies should include a more extensive and diverse sample to understand the impact of ChatGPT across various educational settings. Secondly, the study relied on self-reported data collected through a questionnaire which respondents may overestimate or underestimate their reliance on ChatGPT or their concerns about academic integrity. To address this, future research should combine self-reported data with objective measures such as performance assessments or longitudinal studies to track the impacts in using ChatGPT over time. Although this study offers valuable insights into the role of ChatGPT in academic writing, its limitations suggest the need for further research to address its long-term impact, broader applicability, and its development on comprehensive educational policies regarding AI use.

CONCLUSION AND RECOMMENDATION

This study examined the implementation of ChatGPT in enhancing university students' writing skills by focusing on its benefits and challenges. The findings showed that students acknowledged ChatGPT as valuable in overcoming writing obstacles like writers' block and improving sentence structure and creativity. Its ability to offer real-time feedback and alternative perspectives had been particularly useful in enhancing writing quality. However, significant concerns emerged regarding academic integrity, originality, and overreliance on AI tools. Students expressed concerns that using ChatGPT could be seen as academic dishonesty. It highlighted the need for clear guidelines on the ethical use of AI in academic work. Additionally, there were worries that frequent reliance on ChatGPT might weaken students' independent writing skills and critical thinking abilities. While ChatGPT enhances productivity, there is a risk that it may foster surface-level improvements without deeper intellectual engagement. These concerns emphasised the importance of balancing AI use with traditional writing and thinking processes.

Based on these findings, several recommendations are made. Firstly, educational institutions should develop clear policies regarding the ethical use of AI tools like ChatGPT. Guidelines should cover transparency, proper citation of AI-generated content and academic

integrity to mitigate the risks of plagiarism and ensure fair assessments. Secondly, educators should integrate AI literacy into the curriculum. Teaching students how to use ChatGPT responsibly will promote a balanced understanding of its benefits and limitations. This involves encouraging critical engagement with AI-generated content by emphasising originality and ensuring that students do not rely solely on AI for writing tasks. Finally, further research is needed to explore the long-term effects of ChatGPT on students' writing development and critical thinking. Longitudinal studies should investigate whether extended use of AI tools can enhance or diminish students' academic performance and writing skills. Expanding future studies to include more diverse educational settings and larger sample sizes would provide a more comprehensive understanding of AI's role in education. While ChatGPT offers substantial benefits for students' writing, thoughtful integration and clear ethical guidelines are essential to ensure that students continue to develop independent writing and critical thinking skills.

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Conflict of Interest

The authors have no conflicts of interest to declare.